



School Improvement Plan 2024-27

2024-27

St Luke's C.E. Primary School
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Headteacher

Gareth Dutton

Deputy Headteacher

Dan Bates

Co-Chairs of Governing Body

Maria Netley & Liz Ormonde



Our Vision

High expectations, by all, for all, reflecting the example of Jesus.

Our Mission

Through creating a physically and emotionally secure environment, we aim to develop children with active minds and bodies, an understanding of the world around them, compassion for others, and the courage and confidence to be themselves.



What is the purpose of this improvement plan?

This plan will direct the work of school leaders and staff over the next three years. It will allow us to focus on what is important and prioritise the work that we do in the school and community. It will drive performance management and professional development of staff within school and the financial decisions that are made.

Children will benefit from the outcomes of the plan. They will receive a high standard of teaching and learning and be well-prepared academically and emotionally for the next stage of their education.

Parents will be able to see the direction that the school is going and hold the school accountable to this. They will feel more engaged with the school and well-supported.

School staff will have a clear vision of where the school is going and how we are going to get there. They will know their role in working towards achieving the targets in the plan. They will further develop their own practice and develop their leadership roles.

How will the plan be monitored?

Progress against the action plan will be discussed at Senior Leadership Team meetings. During these meetings we will determine how far along we are in achieving each target. A senior leader, often the headteacher, or the governing body will be responsible for monitoring that the actions are being addressed and that they are achieved. Progress made against the plan is reported to the full governing body.

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SCHOOL'S AIMS AND OBJECTIVES

As a Church School, St. Luke's seeks to provide a safe environment of love, Christian precept and example within which children may develop, acquire skills and learn to make informed judgements.

Our aim is that all our children have a wonderful experience throughout their time at St Luke's – to know that they are safe, loved, respected and valued for their uniqueness and individuality. We want to develop and nurture talents and make sure all our children are excited about learning and about life.

During their time at St. Luke's, it is our aim that children should:

- develop lively, enquiring minds and appreciate that there is a joy in all forms of learning and discovery
- be part of a culture that allows them to achieve their full potential
- be prepared for the society in which they will grow up, and develop an awareness of their own needs and those of others as well as the need for desirable social behaviour
- acquire skills of literacy, numeracy and effective means of communication
- gain a respect and appreciation of religious and moral values and embrace diversity in accordance with the teachings of the Church of England
- acquire an understanding of the world in which they live, its historical and physical background and a knowledge of human achievements and aspirations
- gain an ability in physical, artistic and intellectual skills
- learn skills relevant to adult life that will help them succeed in a fast-changing world
- acquire the skills necessary for lifelong learning

The school also aims to:

- provide a broad, balanced, enriched and inclusive curriculum for all pupils
- prepare children for the opportunities, responsibilities and experiences of secondary school education
- celebrate effort and achievement to enable people to flourish together
- provide teaching staff who have the expertise and interests to inspire confidence and motivate children with enthusiasm
- develop a parent-teacher partnership which supports the achievement of the school's aims
- provide an inclusive, open culture for children and staff to work as a team in a positive, friendly and diverse community
- promote resilience and encourage children to embrace challenges
- support children's health and wellbeing
- create a happy, safe and stimulating environment for the children

ACCOUNTABILITIES AND SUCCESS INDICATORS FOR THE LEADERSHIP AND MANAGEMENT OF ST. LUKE'S

1. **Staff Effectiveness**

All staff performance is reviewed in line with the school's appraisal policy
 All staff have regular career development opportunities
 All teaching and administrative staff have opportunity to a minimum of 45 minutes of the Head's time per term
 Support staff have their performance reviewed each term by their line manager
 SMSAs have their performance reviewed each term by their line manager

2. **Finance and resource deployment**

Budgets are monitored in accordance with the school's financial monitoring and budget procedures
 Returns and reports are made on time
 Actual spending reflects original plans wherever possible
 Resource audits are carried out and suitability allocated and deployed

3. **Pupil Achievement**

All pupils have the opportunity to attain the basic skills in maths and English
 Targets are set on a regular basis to improve pupil performance
 Targets are reviewed by LG/Governors to check progress
 External assessment reflects national norms and above
 NC achievements are regularly recorded and reported
 Teaching and learning is monitored by Headteacher, subject leaders and School Improvement Partner
 All pupils have equal access to the curriculum and inclusion statement is fully upheld
 All teaching staff have clear curriculum responsibilities which are made public
 Line managers for key stages have clear responsibilities which are made public
 All pupils develop a growing understanding of the importance of a healthy lifestyle

4. **Vision and culture of the school**

School Improvement Plan is regularly reviewed and evaluated
 Leadership Group meetings are reported to staff
 Parent contributions to school development are valued
 Aims and Objectives are reviewed annually
 All pupils achieve their maximum potential through a process of continual review and target setting

5. **Effective external relationships**

Parents receive regular termly reports from Headteacher and curriculum information from class teachers
 Parents have direct access to the Headteacher
 Parent Council held every term
 School Prospectus is regularly updated
 Curriculum information evenings for parents are held annually
 Links with the local community through the curriculum
 Links with Secondary and local Primary schools are maintained and regularly evaluated
 Develop positive relationships with new cluster groups

6. **Effective Governor Relationships**

Committees / meeting details are presented on time
 All Governors given opportunity to visit at least twice per year
 All Governors receive training opportunities
 All subject leaders know their paired Governor
 Governors are accountable to parents and seek parent's views through questionnaires and meetings
 Plan strategically for school improvement
 Monitor teaching and learning by examining results of teaching and learning

7. **Premises**

School buildings and grounds maintained and developed
 Health and Safety policy is implemented
 Risk assessment is carried out each term

The School Improvement Plan was formulated by a process of whole school self-review, carried out by the Headteacher, Governors and Staff who have identified areas for further development. Action Plans will be reviewed throughout the year in order to judge its success.

THREE YEAR DEVELOPMENT PLAN FOR 2024-27

This plan was formulated by the Staff and Governors of St. Luke's Primary School by a process of curriculum audit, review and evaluation. Underpinning the School Development Plan is the mission statement and the aims and objectives which are agreed by the Governors each year. Below are the key development areas and actions for 2024-27.

	Intent	Implementation	Intended Impact	
In relation to the children	<i>Emphasis on developing the whole child</i>	1	Provide greater opportunities for pupils to plan, deliver and evaluate collective worship (CW).	Pupils increase their confidence as a result of planning, delivering and evaluating CW at least twice in each half term.
		2	Develop a unique and effective prayer space.	Pupils allowed to explore ways of practising prayer.
		3	Develop our behaviour curriculum through identifying best practice from other schools and research.	Behaviour is addressed consistently across the school.
		4	Support pupils to demonstrate courageous advocacy and support others in overcoming difficulties.	Pupils think widely and deeply about issues and express themselves confidently to decision-makers and others.
		5	Promote character strengths and virtues across the school.	Pupils develop a deeper understanding of the importance of individual behaviour and how it helps to shape the community in which they live and work.
		Intent	Implementation	Intended Impact
	<i>Ensuring consistently high quality teaching and learning</i>	6	Continue to provide a curriculum that is ambitious and gives all pupils the knowledge, skills and cultural capital needed for future learning.	Pupils have access to 'cultural capital' in terms of enrichment activities including more arts-based experiences.
		7	Develop a consistent approach to teaching and learning across the school.	Staff adopt teaching strategies and pedagogies to support all pupils to make at least expected progress.
		8	Ensure high expectations of writing in all subjects.	Book scrutinies show that the policy is being followed.
		9	Ensure high quality vocabulary is used across the curriculum.	Pupils can express themselves in an articulate and clear manner in both their oral and written communications.
		10	Review and update the Marking and Feedback Policy in consultation with staff.	Evidence will be available that the policy is in use in pupil's books.
		Intent	Implementation	Intended Impact
	<i>Ensuring all pupils make good or better progress</i>	11	Maintain the academic performance.	High level of school performance data is maintained.
		12	Set challenging expectations for all pupils.	Pupils are supported and stretched to improve performance and fulfill potential.
		13	Use assessment systems to accurately track progress of specific groups and target interventions.	Gaps in knowledge are identified and pupils are secure in end of year expectations.
		14	Monitor behaviour systems.	Behaviour policy is applied consistently across the school.
		Intent	Implementation	Intended Impact
	<i>Working to close the gap & overcome disadvantage</i>	15	Improve the attendance of PPG pupils.	Pupils whose attendance drops below 92% are picked up quickly and support offered to parents.
16		Give SEND pupils the support they need to succeed.	SEND pupils make better than expected progress.	
17		Provide opportunities for EAL pupils to experience success in school.	High % of EAL pupils enjoy coming to school.	
18		Continue to implement high quality Precision Teaching intervention.	Pupils make good progress and improve their fluency.	

	Intent	Implementation	Intended Impact	
In relation to the school culture and organisation	<i>Continually striving to build capacity and sustainability</i>	19 Evaluate options for academisation.	School leaders and governors are able to make an informed decision on academisation.	
		20 Develop our clubs provision to increase engagement.	More pupils access clubs across the school.	
		21 Evaluate the capacity of the kitchen and facilitate a return to the full three-choice menu.	Pupils have more meal options for school dinners.	
		Intent	Implementation	Intended Impact
	<i>Building a culture of teamwork and collective accountability</i>	22 Allow for more collaborative work among staff such as team teaching and sharing of ideas and resources.	Effective interaction between teaching staff.	
		23 Plan additional opportunities to mix up classes for pupils to learn and play with a wider variety of peers.	Pupils increase their social interaction and improve their resilience in developing friendships in a safe environment.	
		24 Review the process and impact of subject monitoring across the school.	Subject leaders provide useful feedback to staff leading to subject enhancements.	
		Intent	Implementation	Intended Impact
	<i>Ensuring high levels of staff satisfaction and job fulfilment</i>	25 Enhance the school's facilities.	Increase in staff satisfaction, working behaviours and staff retention.	
		26 Plan observations in other schools for teaching staff to learn different teaching techniques.	Teachers improve self-awareness of own skills, being more effective at identifying areas for further growth.	
		27 Review the teaching and learning monitoring schedule and include more unannounced observations.	Leaders engage more with colleagues who receive supportive feedback to improve performance.	
		Intent	Implementation	Intended Impact
	<i>Strengthening partnerships both within and across schools</i>	28 Explore and encourage greater connections between classes / year groups.	Interaction between teaching staff and pupils is increased.	
		29 Review curriculum overview materials.	Home-School relationship is improved and parents are aware of curriculum offer.	
		30 Host Southwark Diocese Headteacher meetings.	Relations with other schools are improved and meetings support general school improvement.	

The Leadership team and the Governors review the school development plan termly in order to evaluate its effectiveness.



CURRENT STAFFING & RESPONSIBILITIES

Name	Role	Full/Part	Date of Employment	Responsibilities	Performance Manager
Mr Gareth Dutton	Headteacher	Full	Sept 2015	Assessment Child Protection Governor Health & Safety Leadership Group AG & T Collective Worship Foreign Languages	Governors
Mr Daniel Bates	Deputy Headteacher	Full	Sept 2017	Leadership Group Governor Curriculum NQT / Student Mentor CPD Coordinator Parent Council Inclusion Manager SEND EAL Pupil Premium	Mr Dutton
Mrs Louise Lowe	Year 6 teacher	Full	Sept 2017 TLR 2019	Leadership Group English & Phonics (Joint) Music	Mr Bates
Miss Aoife Donnelly	Year 6 teacher	Full	Sept 2017	Science (Joint)	Mrs Allan
Mrs Gemma Allan	Year 5 teacher	Part (0.8)	Sept 2023	Leadership Group PE	Mr Bates
Miss Louise MacAuslan	Year 4 teacher	Full	Sept 2020	Computing, Student Council	Mrs Lowe
Miss Amy Smith	Year 3 teacher	Full	Sept 2023	Humanities (Joint)	Mrs Lowe
Miss Laura O'Dea	Year 2 teacher	Full	Sept 2022	Maths (Joint)	Mrs Allan
Mrs Sarah Kadar	Year 1 teacher	Part (0.6)	Sept 2010 TLR 2019	Leadership Group English & Phonics (Joint)	Mr Bates
Mrs Elspeth Millard	Year 1 teacher	Part (0.52)	Sept 2010	Science (Joint)	Mrs Lowe
Mrs Claire Hodgson	Reception teacher	Part (0.52)	Sept 2019	Art & DT	Mrs Kadar
Mrs Alice Dalrymple	Reception teacher	Part (0.52)	Sept 2015 (TA) Sept 2018 (CT)	Humanities	Mrs Allan
Miss Donna Dowd	Nursery teacher	Part (0.52)	Sept 2023	DT	Mrs Kadar
Mrs Hayley W-Vallance	Nursery teacher	Part (0.52)	Apr 2021	PSHE	Mrs Kadar
Mrs Kate Haworth	Class teacher	Full	Jan 2017 (PT) Sept 2017 (FT)	Maternity Leave	
Mrs Anne Edwards	PPA cover – Early Years	Part (0.16)	Sept 1999		

Mrs Sam Thomson	PPA cover – KS2	Part (0.28)	Sept 2007		
Mrs Lin Felicien	After School Club Manager Premises Manager	TA 9.5 hours ASC 19.25 hours Premises 19.25 hours	May 2000	Leadership Group After School Club Manager Breakfast Club Manager Governor Premises	Mr Dutton
Mrs Caitriona McGilvray	Teaching Assistant	30.25 hours	Sept 2015	Library	Mrs Lowe
Mrs Jane Corlett	Teaching Assistant	19.5 hours	Sept 2011		Mrs Lowe
Mrs Jacqui Bye	Teaching Assistant	32.5 hours	Jan 2018		Mrs Kadar
Mrs Janine Bamber	Teaching Assistant	32.5 hours	Sept 2015		Mrs Lowe
Mrs Katie Bintcliffe	Teaching Assistant	22 hours	Apr 2003		Mrs Kadar
Mrs Rebecca Munoz	Teaching Assistant	26 hours	Sept 2015		Mrs Allan
Mrs Jane Bozzard-Hill	Teaching Assistant	21 hours	Sept 2020		Mrs Allan
Miss Jade Bell	Teaching Assistant	36 hours	January 2024	Apprentice	Mr Bates
Mrs Sue Blachford	Teaching Assistant	5.75 hours	Sept 2020		
Mrs June Hennings	Individual Support	24 hours	Oct 2004		Mr Bates
Mrs Lisa Owens	Individual Support	23 hours	Sept 2009		Mr Bates
Miss Mandy Chevalier	Individual Support SMSA	LSA 15 hours SMSA 3.75 hours	Nov 1999		Mr Bates
Mrs Hollie Stark	Individual Support SMSA	LSA 13.5 hours SMSA 7.5 hours	Sept 2020		Mrs Felicien
Ms Natalie Jefferies	Individual Support SMSA	LSA 5 hours SMSA 6.25 hours	Sept 2022		Mrs Felicien
Mrs Emma Scott	School Bursar	24 Hours	Sept 2020	Leadership Group Finance & HR	Mr Dutton
Mrs Lisa Garner	School Secretary	36 hours	Sept 2019		Mrs Scott
Mrs Hannah Jones	Admin Assistant	22 hours	Oct 2020		Mrs Scott
Mrs Sue Fry	SMSA Cleaning staff	SMSA 9.5 hours Cleaning 3.75 hours	Oct 1994		Mrs Felicien
Mrs Sara Lloyd	SMSA	9.58 hours	Oct 2000		Mrs Felicien
Mrs Sylvia Billingham	After School Club	ASC 16 hours	Jan 2017		Mrs Felicien

GOVERNORS					
Name	Governor Type	Start Date (since)	End Date	Linked subjects / areas	Committees
Hannah Maley	Clerk	01-Sep-2019 (2019)			
Maria Netley	Local Authority Co-Chair of Governors	05-Oct-2020 (2002)	04-Oct-2024	Pupil Premium Music	Finance, Pay
Liz Ormonde	Foundation Co-Chair of Governors	02-Nov-2022 (2002)	01-Nov-2026	Inclusion Early Years Child Protection / LAC	Admissions, Safeguarding
Father Martin Hislop	Foundation Ex-Officio	01-Feb-2000		RE, PSHE The Arts	
Tristan Cogswell	Parent	22-Apr-2022 (2022)	21-Apr-2026	Maths	
Anthony Vittadini	Parent	12-Dec-2020 (2020)	11-Dec-2024	The Arts	Standards
James Manthel	Co-opted	08-Dec-2020 (2020)	07-Dec-2024	Science	Admissions, Pay
Ben Webley	Co-opted	08-Dec-2020 (2020)	07-Dec-2024	PE	Finance
Joanne Topping	Co-opted	28-Apr-2022 (2022)	27-Apr-2026	English School website	Standards
Sally Staveley-Wadham	Foundation	08-Mar-2023 (2023)	07-Mar-2027	Computing	
STAFF	Gareth Dutton	Headteacher	01-Sep-2019 (2015)		All committees
	Daniel Bates	Co-opted	07-Sep-2021 (2017)	06-Sept-2025	Governor Training
	Lin Felicien	Co-opted	25-Jan-2023 (2001)	24-Jan-2027	
	Rebecca Munoz	Staff Governor	14-Mar-2023 (2023)	13-Mar-2027	



GOVERNING BODY STRATEGIC PLANNER 2024-2027

Summer Term	Agenda	Policy Review
Main Governing Body 1st Meeting <i>April</i>	<ul style="list-style-type: none"> • Receive finalised School Improvement Plan • Agree Three Year Budget • Approve items of budget expenditure of over £10k • Review Assessment Report (Spring) • School Improvement Partner Spring Report • Reports of Bullying and Racist Incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule 	2024 Health & Safety Inclusion & SEND Critical Incident Plan 2025 Health & Safety Inclusion & SEND Statement of Behaviour Principles 2026 Health & Safety Inclusion & SEND Behaviour
Main Governing Body 2nd Meeting <i>July</i>	<ul style="list-style-type: none"> • Headteacher's report to Governors • Review SEF • Staffing structure for September • Permission for residential journeys • Review SEND Report • Review Behaviour Report • Review statutory inspection schedule • Review Health & Safety / Premises Report • Set meeting dates for the next school year • Agree Strategic planner • Safeguarding update • Reports of Bullying and Racist Incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule 	2024 Equal Opportunity Code of Conduct for School Staff Freedom of Information 2025 Equal Opportunity Code of Conduct for School Staff Whistleblowing 2026 Equal Opportunity Code of Conduct for School Staff
Standards Committee <i>July</i>	<ul style="list-style-type: none"> • Evaluate any monitoring during the year • Assessment update • Monitor targets – evaluate SATs results if received • Review policies in line with schedule 	2024 Foundation Stage Teaching & Learning 2025 Foundation Stage Teaching & Learning 2026 Foundation Stage Teaching & Learning
Finance Committee 1st Meeting <i>April</i>	<ul style="list-style-type: none"> • Agree actuals for year end, including school fund accounts • Agree Budget 3 year plan and recommend to GB • Review CFR report for LA • Review revenue reserves • Appoint school fund auditor 	
Finance Committee 2nd Meeting <i>July</i>	<ul style="list-style-type: none"> • Evaluate any monitoring during the year • Budget monitoring quarterly actuals • Review latest view of year (latest quarterly estimates) • Review best value statement • Review staffing structure • Review audit of school fund • Review scheme of delegation • Review financial procedures manual • Agree middle leader as school signatory • Review policies in line with schedule 	2024 Governor's Allowance 2025 Governor's Allowance 2026 Governor's Allowance
Autumn Term	Agenda	Policy Review
Main Governing Body Meeting 1st Meeting	<ul style="list-style-type: none"> • Appoint Clerk • Appoint Chair and Vice-Chair • Review Instrument of government 	2024 Anti-Bullying policy Safeguarding & Child Protection

September / October	<ul style="list-style-type: none"> • Governor declarations • Review membership of committees & responsibilities • Review Governors' Code of Conduct • Agree meeting dates for the year • Headteacher's report to Governors • School Improvement Partner Summer Report • Review summary documents (SIP & SEF) • Pupil Premium report & Strategy Statement • Report on Bullying and Racial incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule 	2025 Anti-Bullying policy Safeguarding & Child Protection 2026 Anti-Bullying policy Safeguarding & Child Protection
2nd Meeting November / December	<ul style="list-style-type: none"> • Headteacher's report to Governors • Review Governor Skills Audit • Agree school targets • Report on progress and attainment • Review statutory inspection schedule • Review Health & Safety / Premises Report • Review Behaviour Report • Review Safeguarding update • Review transfer of pupils to KS3 • Approve terms of references • Report on Bullying and Racial incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule 	2024 Admissions Medical Needs Exclusion 2025 Admissions Medical Needs Premises Management 2026 Admissions Medical Needs Staff Disciplinary procedures
Pay Committee October	<ul style="list-style-type: none"> • Review Terms of Reference • Appraisal arrangements (and pay recommendations) • Review policies in line with schedule 	2024 Pay Policy Staff Appraisal 2025 Pay Policy Staff Appraisal 2026 Pay Policy Staff Appraisal
HTPM October / November	<ul style="list-style-type: none"> • Final review of Headteacher's targets • Setting of new Headteacher's targets 	
Finance Committee 1st Meeting October	<ul style="list-style-type: none"> • Election of Chair • Review Terms of Reference and set meeting dates for year • Agree Strategic Planner • Review half-year actuals and latest estimate for current yr • Discuss budget requirements including staffing • Review Financial regulations (every 2 years) • Staff competency review (every 2 years) • Review school fund figures • Review policies in line with schedule 	2024 Data Protection
Finance Committee 2nd Meeting December (online)	<ul style="list-style-type: none"> • Budget monitoring up to November 	
Spring Term	Agenda	Policy Review
Main Governing Body 1st Meeting January	<ul style="list-style-type: none"> • Review school's aims and objectives • Headteacher's report to Governors • Review School Improvement Partner Autumn Report • Agree term dates for the next academic year • Review Assessment Report (Autumn) • Safeguarding update • Review Staff Wellbeing Package 	2025 Charging & Remissions Relationships & Sex Education Capability 2026 Charging & Remissions Relationships & Sex Education Complaints Procedures 2027

	<ul style="list-style-type: none"> • Report on Bullying and Racial incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule 	Charging & Remissions Relationships & Sex Education
Main Governing Body 2nd Meeting March	<ul style="list-style-type: none"> • Headteacher's report to Governors • School survey summaries • Evaluation on School Improvement Plan • Review Draft Development Plan • Review SEF • Review Behaviour Report • Review St Luke's Agreement • Review statutory inspection schedule • Review Health & Safety / Premises Report • Report on Bullying and Racial incidents • Feedback from Committees • Governor's curriculum monitoring • Review policies in line with schedule 	2025 Equality information & Objectives Allegations of abuse against staff 2026 Equality information & Objectives Allegations of abuse against staff Accessibility Plan 2027 Equality information & Objectives Allegations of abuse against staff Induction of ECTs
HTPM February / March	<ul style="list-style-type: none"> • Mid-year review of Headteacher's targets 	
Admissions 1st Meeting February	<ul style="list-style-type: none"> • Consideration of applications for Reception places 	
Admissions 2nd Meeting March	<ul style="list-style-type: none"> • Consideration of applications for Nursery places 	
Finance Committee 1st Meeting February	<ul style="list-style-type: none"> • Budget monitoring and actuals • Review school fund figures • Benchmark costs against similar schools • Capital and premises planning – 3 year plan • Review policies in line with schedule 	2025 School Lettings 2026 School Lettings 2027 School Lettings
Finance Committee 2nd Meeting March	<ul style="list-style-type: none"> • Review completed SFVS and approve • Budget monitoring – estimate / preview of year end • Agree limit for petty cash payments • Fixed assets inventory • Review draft budget and approve for submission to AfC 	



POLICY REVIEW SCHEDULE

FULL GOVERNING BODY	Review	Review	Review	Review	Review
	2024	2025	2026	2027	2028
Anti-Bullying	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Safeguarding & Child Protection	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Admissions	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Medical Needs	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Premises Management		Autumn 2			
Exclusion	Autumn 2			Autumn 2	
Staff Disciplinary procedure			Autumn 2		Autumn 2
Charging & Remissions	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Relationships & Sex Education	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Capability		Spring 1			
Complaints Procedure			Spring 1		Spring 1
Equality information & Objective	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Allegations of abuse against staff	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Accessibility Plan			Spring 2		Spring 2
Induction of ECTs	Spring 2			Spring 2	
Health & Safety	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Inclusion & SEND	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Critical Incident Plan	Summer 1			Summer 1	
Statement of Behaviour Principles		Summer 1			
Behaviour			Summer 1		Summer 1
Whistleblowing		Summer 2			
Equal Opportunity	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Code of Conduct for School Staff	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Freedom of Information	Summer 2			Summer 2	

STANDARDS COMMITTEE	Review	Review	Review	Review	Review
	2024	2025	2026	2027	2028
Foundation Stage	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Teaching & Learning	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2

FINANCE COMMITTEE	Review	Review	Review	Review	Review
	2024	2025	2026	2027	2028
Data Protection	Autumn 2			Autumn 2	
Governor's Allowance	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
School Lettings	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2

PAY COMMITTEE	Review	Review	Review	Review	Review
	2024	2025	2026	2027	2028
Pay Policy	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
Staff Appraisal	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

LEADERSHIP GROUP	Review	Review	Review	Review	Review
	2024	2025	2026	2027	2028
Able, Gifted & Talented			Summer		Summer
Arrivals and Departures		Spring			
Art & Design	Spring			Spring	
Assessment	Autumn			Autumn	
Attendance and Absences		Spring			
Collective Worship		Autumn			
Computing	Autumn			Autumn	
Design & Technology		Spring			
Display, presentation & learning environment		Summer			
EAL	Spring			Spring	
Educational Visits			Spring		Spring
Emergency Procedures		Spring			
English		Autumn			
Fire Safety	Spring			Spring	
Foreign Languages	Autumn			Autumn	
Geography		Autumn			
Google Apps Acceptable Use	Summer			Summer	
Healthy Eating		Summer			
History	Summer			Summer	
Home Learning			Summer		Summer
Induction of Newly Appointed Staff	Autumn			Autumn	
Intimate Care			Autumn		Autumn
Lockdown Procedures		Autumn			
Marking and Feedback	Summer	Summer	Summer	Summer	Summer
Maths			Autumn		Autumn
Monitoring of Standards		Autumn			
Multi-cultural Anti-Racist Statement		Autumn			
Music		Summer			
Online Safety	Autumn			Autumn	
Physical Education		Autumn			
Physical Restraint			Spring		Spring
Promoting British Values			Summer		Summer
PSHE	Summer			Summer	
Religious Education			Spring		Spring
Safe Recruitment	Autumn			Autumn	
School's Risk Assessment			Autumn		Autumn
Science			Autumn		Autumn
Spiritual Development	Summer			Summer	
Staff Absence			Summer		Summer
Staff Development			Autumn		Autumn
Sun Smart		Summer			

GOVERNORS TARGETS – KS2 2024

Profile of Year 6	Total	Boys		Girls	
		No	%	No	%
Number of pupils	59	27	46%	32	54%
Number on SEND register	9	5	17%	4	7%
No. on Pupil Premium	9	6	10%	3	5%
Number FSM	9	6	10%	3	5%
Number of EHCP	2	1	2%	1	2%
Number adopted from care	0	0	0%	0	0%
Number of EAL	32	16	27%	16	27%

Targets set by Governors December 2023 for end of KS2 2024:

PERCENTAGE OF CHILDREN WORKING AT THE EXPECTED STANDARD:

KS2	Reading	GPS	Writing	Mathematics	RWM combined
School 2023	93%	97%	93%	93%	87%
National 2023	73%	72%	71%	73%	59%
Target 2024	83%	93%	81%	86%	71%

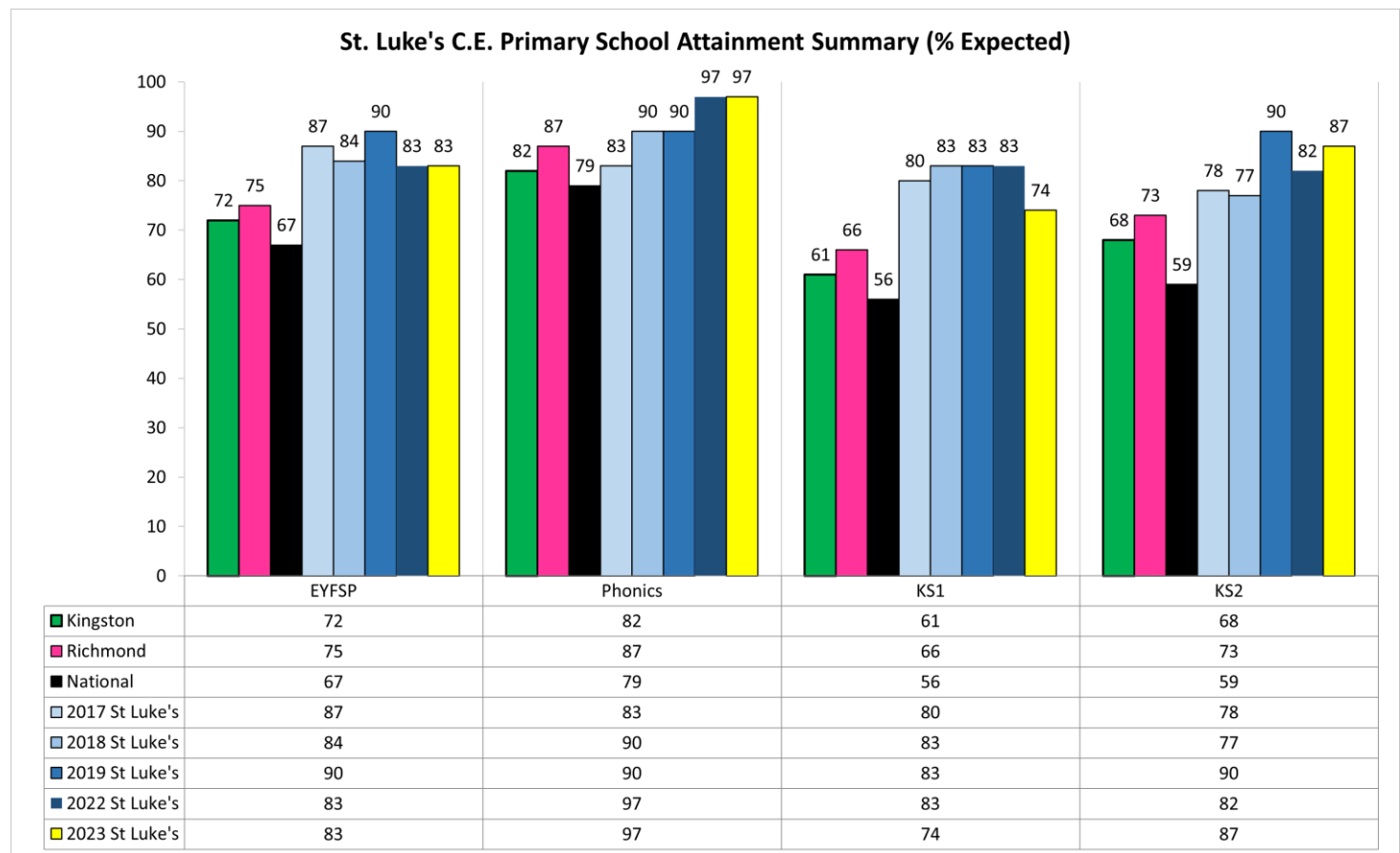
PERCENTAGE OF CHILDREN WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD:

KS2	Reading	GPS	Writing	Mathematics	RWM combined
School 2023	77%	80%	33%	70%	33%
National 2023	29%	30%	14%	24%	8%
Target 2024	43%	57%	31%	50%	31%



ATTAINMENT RESULTS SUMMARY 2017, 2018, 2019, 2022 & 2023

Key Stage	Measure	Kingston	Richmond	National	St Luke's 2017	St Luke's 2018	St Luke's 2019	St Luke's 2022	St Luke's 2023
EYFSP	Good Level of Development	72%	75%	67%	87%	84%	90%	83%	83%
Phonics	Y1 Expected Standard	82%	87%	79%	83%	90%	90%	97%	97%
KS1	RWM Expected	61%	66%	56%	80%	83%	83%	83%	74%
	RWM Greater Depth	10%	14%	6%	20%	23%	27%	20%	0%
	Reading Expected	74%	78%	68%	93%	85%	90%	83%	81%
	Reading Greater Depth	24%	31%	19%	23%	37%	47%	27%	26%
	Writing Expected	65%	69%	60%	80%	83%	83%	83%	78%
	Writing Greater Depth	12%	18%	8%	20%	25%	30%	20%	0%
	Maths Expected	76%	80%	71%	90%	88%	93%	93%	85%
Maths Greater Depth	22%	28%	16%	23%	30%	40%	33%	26%	
KS2	RWM Expected Standard	68%	73%	59%	78%	77%	90%	82%	87%
	RWM Greater Depth	14%	18%	8%	10%	27%	23%	22%	33%
	Reading Expected Standard	80%	84%	73%	90%	93%	93%	90%	93%
	Reading Greater Depth	39%	45%	29%	54%	53%	53%	43%	77%
	Writing Expected Standard (TA)	77%	82%	71%	81%	90%	90%	82%	93%
	Writing Greater Depth (TA)	18%	25%	14%	10%	30%	37%	27%	33%
	GPS Expected Standard	81%	84%	72%	95%	93%	97%	92%	97%
	GPS Greater Depth	42%	47%	30%	47%	73%	73%	67%	80%
	Maths Expected Standard	80%	85%	73%	90%	80%	93%	93%	93%
Maths Greater Depth	36%	40%	24%	36%	50%	47%	57%	70%	
KS1-KS2	Reading Progress Score			±0.0	+3.1	+0.9	+3.08	+2.50	+4.60
	Writing Progress Score			±0.0	-2.6	-1.2	+1.90	+2.20	+1.80
	Maths Progress Score			±0.0	+1.0	±0	+2.34	+4.20	+5.00



Subject: Art & DT

Subject Leader: Claire Hodgson & Lin Felicien

Successes from last year:

- All classes Y1-Y6 visited the Stanley Picker Gallery - it's brilliant the school has links with the local community and have experience with 'specialist' artists.
- Lots of clubs in school which the children enjoy – e.g. Magpie Makes - art, sewing, photography, KS1 Drawing and Painting Club (Y2), Knitting club.
- Arts Week - this year Arts Week was linked with Sky Arts - Access All Arts - theme 'Identity'. Some fantastic self- portraits were produced alongside music, poetry and dance.
- Sketch books continue to be developed with a clear progression of skill and pupil understanding.
- Staff meeting to promote skills and introduced staff to hand-eye warm-up exercises for lesson intros.
- Profile of DT was elevated through a Science and DT week.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 Children have the confidence to express themselves using a range of media and techniques

- Teachers allow pupils to use their sketchbooks to explore media and techniques with an ethos of praising the process as well as the outcome (ongoing)
- Continue 'arts week' to celebrate the artistic achievements in a collaborative way (ongoing)
- Ensure KS2 Classes continue to attend a gallery further afield than SPG e.g. Orleans House or inner London gallery exhibitions relating to their curriculum topics

2.1 All staff have the confidence to deliver a range of Art/D+T lessons using a range of media and techniques

- Conduct a new staff 'skills audit' to establish areas of strength and areas where staff are less confident and as a staff would benefit from training in Art/DT (continued)
- CH to attend Art/DT training when possible and feedback to all staff (ongoing)
- Ensure all resources are organised and labelled so staff are aware of what resources the school has and can easily access them (ongoing)

3.1 The children's improvement and skills gained is evident and teachers can confidently assess this

- Both teachers and children comment in the sketchbooks - using subject specific vocabulary therefore the children to assess their own level of skill and knowledge (ongoing)
- Children to attend workshops either at a local gallery or within the school to explore new artists and experience a range of artistic techniques
- Continue to use sketchbooks as a way of monitoring the children's exploration of artistic techniques and should move up through the school with them to show progression of skills
- Both Art and DT Progression of Skills document to be updated to be in line with the new St Luke's format and adapted to coordinate with new/changed curriculum topics

9.1 Design and Technology priority

- Continue to raise the profile of DT across the school including 'inspirational people' in the new skills document -to enhance learning of DT across the school

Subject: Collective Worship

Subject Leader: Gareth Dutton

Successes from last year:

- Worship sessions make effective use of the audio / visual systems including the new projector, which is much more substantial and clearly and colourfully projects images and video. This has improved the clarity of worship sessions.
- Weekly publications of 'worship round-ups' provide an overview of the themes that we are exploring in worship each week and it helps to share some of the resources that we use with the children.
- Worships led by Open the Book staff continue to be popular with the children and staff. New members have joined the staff group and they have seamlessly joined in worship sessions.
- Half termly display of Open the Book worships provide children and staff an opportunity to reflect on prior worships. Prompt questions are present to support the understanding of key concepts and themes.
- Several worships were held in St Luke's Church, deepening the children's understanding.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 All children engage in thought provoking worship

- Plan worship themes in advance to be interactive and engaging
- Hold reflection and prayer daily
- Further develop the worship display that is interactive to encourage responses from children
- Research different content to support the delivery of high quality worship

2.1 Children are more confident in leading worship

- Support a 'crew' of children to plan and lead worship on a termly basis
- Encourage children to evaluate worship

8.1 Children experience a variety of expressions of Christianity

- Clergy lead worship weekly and where appropriate hold worship sessions in the local church
- Continue links with 'Open the Book' on Fridays and have regular worship taken by schools worker (Insight) and local Methodist minister
- Arrange other visitors to lead worship, including anti-racism themes to support tolerance of others

8.2 Celebrate Christian events throughout the year

- Continue to develop and improve the Easter and Christmas services held at St Luke's Church
- Focus on Harvest Festival to be giving to those less fortunate

9.1 Increase opportunities for reflection

- Develop spontaneous prayer opportunities throughout school
- Investigate a location for an indoor prayer space
- Improve the display immediately seen upon entry into the school
- Give children the opportunity to reflect

Subject: Computing

Subject Leader: Louise MacAuslan

Successes from last year:

Within the last year, staff have carried out a couple of training sessions to aid their computing knowledge. In the Autumn term, staff participated in a training session on LGFL resources. During the Spring term, staff participated in a training session on Busy Things. In the Summer term (2023), Surbiton High Sixth Form students carried out a micro:bit workshop with Year 4 children. I delivered hour-long sessions with the other KS2 classes to introduce them to micro:bits. The school now has a class set of micro:bits. In February 2024, staff participated in an introduction to micro:bits training session. Nursery and Reception continue to use Tapestry to communicate the children's progression with parents. Each child has a Wonde login which allows them to access Google Classroom, Purple Mash, Sumdog etc from home. Google Classroom is still used as a tool for online learning and communication from the class teacher and children. Staff are confident at using Google Forms as a tool for communication and collecting information. Jam Coding provide a club for KS1 and KS2 children.

Whole school key development areas for improvement reflected in subject action plan:

1. The emphasis on developing the whole child
2. Ensuring consistently high quality teaching and learning
3. Ensuring all pupils make good or better progress
4. Continually working to close the gap & overcome disadvantage
5. Continually striving to build capacity and sustainability
6. Building a culture of teamwork and collective accountability
7. Ensuring high levels of staff satisfaction and job fulfilment
8. Strengthening partnerships both within and across schools
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Developing the whole child's computational thinking and creativity

- Ensure that each child is taught the three fundamentals of computing (Digital literacy, Information technology & Computer science)
- Children complete a Google form, based on their year group, agreeing to acceptable use
- When teaching digital literacy, ensure that every child has a good understanding of computer safety by completing a Google form at the end of the autumn term that will track their responses and compile an assessment on children's understanding of digital literacy
- Teachers to teach E-safety lessons within the autumn topic to ensure children are safe when interacting with computers within the school
- Advertise "Internet Safety Day" in February and encourage teachers to share resources with class about this
- Children to have access to resources to allow them to practise and become competent at touch typing
- Jam Coding to continue to run a club for KS1 and KS2

2.1 Staff are confident using a range of computing software including Purple Mash

- Staff attend online training directly from Purple Mash. This training is recorded and saved onto the drive so staff can access as and when they need to refer to it
- Train staff in basic computing terminology, through visual displays and delivering computing staff meetings
- Support staff to embed Chromebooks and Google Chrome browser further into classroom use
- Support staff to use apps provided on iPads to enhance learning opportunities

2.2 Clear use of resources for Computing lessons

- Ensure all classes have access to Chromebooks/iPads at least once a week for 45 mins to 1 hour for a computing lesson
- Remind staff and children that these resources must be plugged in at the end of each lesson to stay fully charged for the next lesson
- The school now has a class set of micro:bits. The use of these will be implemented into the curriculum for 2024/2025

5.1 Improvements in hardware and software ensures that all staff are confident to deliver computing curriculum

- Investigate use and deployment of 'safe' browsers for children to use e.g. swiggle
- Audit IT equipment across the school. Invite staff to make suggestions of any other equipment required
- Office to maintain asset register to keep track of age, location of equipment
- Investigate software and hardware, purchase where necessary, e.g. visualisers, physical computing materials etc

9.1 Implement the use of Teach Computing as the new scheme of work to follow

- Plan to implement Teach Computing, a free resource, into computing lessons. Consider if it could work alongside Purple Mash
- Organise training sessions for staff to become familiar with the Teach Computing scheme of work

9.2 Introduce Digital Leaders

- Introduce Digital Leaders to children in KS2. Organise an application process
- Set half termly / termly tasks for Digital Leaders to complete and feedback on

Subject: English

Subject Leader: Louise Lowe & Sarah Kadar

Successes from last year:

- Y1 Phonics Screening Test - 97% reached the required standard, demonstrating the success of the implemented Little Wandle scheme (79% National average and 83% Kingston average).
- Above Average progress scores for both Reading (+4.60) and Writing (+1.80).
- Highly successful World Book Day that centred on the text 'Invisible', with collaborative activities undertaken across year groups.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
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| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 3.1 All children are able to access and pass the phonics screening test in Year 1 / 2**
- Continue to implement Little Wandle across the school, ensuring any new staff complete the online training modules and all staff undertake refresher training provided by English leads
 - Carry out learning walks (half-termly) to ensure that all classrooms have relevant phonics / spelling displays, with access to appropriate resources, relating to current stage of phonic development
 - Promote phonics within the school community through Reception Reading Meeting (Autumn); staff meetings, updated information for parents on the website
 - Track outcomes at the end of each Phase taught, identifying children falling behind age-related expectations, and implementing targeted intervention where needed (e.g.) 1:1 keep up sessions using Little Wandle
- 3.2 Achievement in reading meets or exceeds school targets, with SEND pupils making better than expected progress.**
- Evaluate and restructure whole-class reading workshops in KS2 to follow the pattern of fluency, prosody and comprehension as introduced in KS1, including opportunities for Book Talk
 - Retain subscription of comprehension resources to support development of reading skills e.g. FRED's Reading or Literacy Shed Plus
 - Maintain existing reading scheme books, keeping them accessible and the book-changing process more manageable
 - Use NFER Test Analysis Tool to monitor progress of individuals and groups on a termly basis, enlisting Year groups Comprehension Cards for targeted support
 - Monitor fluency levels through termly words per minute assessment, using FFT: Aspire Reading Programme, enlisting 'Mega Book of Fluency' for targeted support
 - Sustain Power of Reading approach within all year groups, ensuring English units are based around high-quality texts
- 9.1 A culture of reading is well established, with the school fostering a love of reading**
- Organise reading buddies for Years 6/5 with Years R/1 and train Reading Advocates from Y6 to support those children in Y3 who need further intervention
 - Participate in the SPARK! Book Awards, distributing information about author workshops and competitions
 - Update and replenish KS2 class libraries with recommended reads taken from 'Books for Topics' website
 - Promote and participate in book related activities e.g. World Book Day (6th March), Children's Book Week (6th - 12th May), Book Trust Pyjamarama (6th May), Roald Dahl Day (13th September), National Poetry Day (5th October)
 - Strengthen the home / school partnership, offering parental support / guidance through relevant material
- 3.3 Achievement in writing meets or exceeds school targets, with SEND pupils making better than expected progress.**
- Establish a whole-school curriculum plan, implementing resources for supporting the writing process e.g. The Write Stuff (£24.99 for Individual user) and Literacy Shed Plus (£29.99 for individual user)
 - Carry out book scrutiny and learning walk to assess quality of teaching and learning taking place, with an emphasis on the writing process - imitation / innovation and independent application. Conduct pupil voice surveys to establish teaching and learning preferences
 - Promote purposeful and stimulating writing opportunities that following 'Writing for purpose' progression document
 - Organise team-teaching opportunities to share effective practice
 - Introduce Little Wandle 'Bridge to Spelling' programme to support transition from Y1 to Y2
- 8.1 All stakeholders are aware of high expectations and demonstrate ways to further support progress.**
- Undertake regular writing moderation and sharing of good practice, including with cluster schools e.g. SPARK Comparative Judgement Sessions for Years 3 - 5 and Year 2 & 6 Cluster Moderation Agreement Meetings
 - Liaise with the English governor termly, regarding ongoing procedures, and feedback to the full governing body yearly

Subject: Foreign Languages

Subject Leader: Gareth Dutton

Successes from last year:

- Children receive high quality foreign languages lessons in Latin. Children enjoy these sessions and speak very highly of them.
- Our scheme of work was reviewed and structured to incorporate catch-up sessions to enable the revisiting of key topics and themes.
- The school purchased new Latin textbooks to extend the learning in upper key stage 2. This was partly funded by a grant from Classics for All.
- St Luke's is supporting a school in Richmond to implement the teaching of Latin across their school.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
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| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 Children value Latin culture

- Continue to teach about and celebrate Latin culture, celebrations and events
- Use authentic materials
- Raise awareness of different languages spoken by the St. Luke's community

2.1 Children receive high quality FL teaching and learning

- Key stage 2 to receive 30 minutes of Latin lessons per week
- Use Minimus SoW as a basis for year group topics, but use other resources to teach it
- Implement the second Minimus book with upper KS2 classes
- Review long term plans to ensure appropriate curriculum coverage

3.1 Children make good progress in all areas; reading, writing, speaking and listening

- Devise a portfolio of evidence for each year group with examples of work
- Continue celebrating children's work and achievements through display boards around the school
- Children are given opportunities to role play in order to practise speaking skills
- Children are given opportunities to listen to Latin conversations

5.1 Staff are well supported to teach Latin lessons effectively

- Organise additional staff training to support teaching pedagogy
- Continue to monitor the teaching and learning of Latin to ensure staff are supported

Subject: Foundation Stage

Subject Leader: Sarah Kadar, Hayley Vallance, Claire Hodgson and Alice Dalrymple

Successes from last year:

- Successfully implementing Tapestry in Reception through the use of iPads- all staff onboard. Parents are more regularly updated by teaching staff.
- New furniture/resources in Nursery.
- Continuation for the Little Wandle Letters and Sounds phonics scheme in Reception- all staff trained.
- In-line with recent English staff meetings, Reception follows the write Stuff Programme to enhance writing.
- Set up an English intervention group once a week (Mrs Munoz) to further support our 8 EAL Reception children: this is an upgrade to the School Start Programme.
- In response to the children's varying needs, Nursery are having a more overarching theme, allowing for elements of 'in the moment' planning.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
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| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

2.1 Children access an environment rich in learning opportunities

- Any new resources purchased will be relevant and robust
- To look at the Reception outdoor area in line with the quality of Nursery provision

2.2 Children are taught about the Zones of Regulation

- Children in Nursery will learn about the zones of regulation to support them sharing how they feel
- Reception will embed the concept and develop strategies for children to use to help them regulate themselves

2.3 Children have lots of opportunities to listen to reading

- Weekly visit to the library
- Staff to share high quality texts daily
- Budding reading system Nursery and Year 5 Reception and Year 6
- Parents coming in to share a story

4.1 All children from all backgrounds are able to access quality resources that are relevant to their age and stage of development

- Evaluate current approach to teaching with varying needs and from varying backgrounds

6.1 There is a strong sense of teamwork across the Early Years

- Regular Early Years meetings
- Plan for team teaching / peer observations
- Organise for all early years staff to have the opportunity to visit other schools

8.1 Parents feel informed about what their children are learning and can help support this at home

- Parents have access to Tapestry
- Arrange Parent Teacher meetings twice a year
- Hold Nursery Coffee Mornings

Subject: Humanities

Subject Leader: Alice Dalrymple & Amy Smith

Successes from last year:

- Until February 2024 communication with Janet Ayris; subject governor, including her occasional attendance to staff meetings and subject monitoring has been strong. (Await new subject governor) Revised the History Curriculum Progression document for the whole school, establishing key themes.
- Geography staff audit of online resources and humanities resource subscriptions.
- The after-school Geography club is continuing with good uptake.
- The newly formed History club 'Time Explorers', within the school day, open to KS2.
- Subject leader attended an online training for Digimaps establishing its use across the school again.
- Review and update Humanities workshops and trips provision across the Key Stages.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 The emphasis on developing the whole child

- Distribute a pupil survey from KS1 to KS2. Feedback is essential to ensure that History focuses on cultural events not solely one week (Black History Week), but through the whole curriculum

2.1 Children develop their knowledge and enquiry skills through external trips and workshops

- Utilise the local area for field work and local history studies
- Children are involved in the generation of key questions for any given topic
- Continue to book workshops for enrichment and enjoyment of learning, for example celebrating William Shakespeare in a given focus week

2.2 Children to access their Humanities learning in a variety of ways

- Using iPads to give children a teacher led virtual reality experience of geographical and historical locations, children to use technology to carryout research
- Purchase geographical resources for locational knowledge; atlases and maps
- Display a chronological timeline to include current events in their lifetime

3.1 Children's achievement in Humanities meets or exceeds the National Curriculum attainment targets

- Continue to carry out subject monitoring through a learning walk and book look, planning sampling, and feedback to staff
- Introduce revised assessment grids for each year group
- Review assessment opportunities for humanities, including keeping samples of children's work, involving the diverse cultural and ethnic backgrounds within the school community
- Audit Humanities Resources across the school (these remain in the year group that they relate to), distribute history magazines recently donated. This includes primary resources/artefacts

Subject: Inclusion

Subject Leader: Dan Bates

Successes from last year:

- Successful transfer of pupil with a very high level of need to a secondary SRP attached to a mainstream school and arranged transport for them.
- Successful application for two EHCPs for children in the St Luke's Nursery. Also, arranging placement for reception for them, one of which was at an SRP.
- Embedding of Precision Teaching in Key Stage 2 to meet the needs of SEN support and low attaining pupils in closing the gap.
- Two terms worth of successful E.Y.S.I.F. additional funding applications to pay for additional support in Nursery to support high level of need present.
- Continuing focus on training requirements of staff in relation to specific learning needs.
- Nursery Teacher completed the Early Years SENCO course.

Whole school key development areas for improvement reflected in subject action plan:

1. The emphasis on developing the whole child
2. Ensuring consistently high quality teaching and learning
3. Ensuring all pupils make good or better progress
4. Continually working to close the gap & overcome disadvantage
5. Continually striving to build capacity and sustainability
6. Building a culture of teamwork and collective accountability
7. Ensuring high levels of staff satisfaction and job fulfilment
8. Strengthening partnerships both within and across schools
9. Subject specific priorities

Key Outcomes & Actions:

- 1.1 Pupils with SEN achieve the highest possible academic and holistic outcomes through increased staff understanding of needs and how to deliver effective support**
- Carry out support staff observations and provide feedback to help improve practice
 - Continue to focus on need to move away from the 'velcro' model of support pupil independence
- 2.1 Pupils with SEN continue to achieve above expected academic progress**
- Monitor the application of Quality First Teaching (QFT), Rosenshine Principles and St Luke's teaching pedagogies by all staff
 - Benchmark school's performance against other local and national schools
 - Organise refresher staff training on (QFT) to ensure there is a consistent and clear understanding of what QFT is, what is considered 'universal provision' and what is considered 'additional to'
 - Carry out informal learning walks (termly) to ensure that provision for SEN pupils is appropriate and matched to pupils' needs
- 4.1 Appropriate interventions used to support SEN and low attaining pupils to close the gap**
- Monitor and record pupils who have taken part in precision teaching (KS2) and phonics interventions (KS1)
 - Keep training up to date to maximise impact of precision teaching
- 5.1 Staff training and CPD are matched to current and emerging educational needs**
- Monitor SEN register data, identify trends in diagnosis or needs and book appropriate training
 - Engage with external organisations to provide support to staff and parents
 - Continue to develop relationships with external groups e.g. ADHD Embrace
- 6.1 All staff are aware of the shared responsibility for pupils with SEN**
- 'Adaptive Teaching' developed so that teachers feel confident to plan for all pupils in their class, including those with SEN
 - Teachers to share planning, Learning Intentions and success criteria with all support staff prior to the start of a lesson
 - Further develop the use of 'Pupil Passports' for SEND pupils who require them so that all staff, including lunchtime supervisors, are able to access quick and succinct information to support them to interact successfully with the pupils at break and lunchtimes
- 9.1 Technology infrastructure builds and promotes staff independence in supporting SEN pupils**
- Build an SEN focused intranet page
 - Extend the SEN Padlet

Subject: Maths

Subject Leader: Kate Haworth & Laura O'Dea

Successes from last year:

- Whole school Maths enrichment Day activities run by The Happy Puzzle Company were enjoyed by children across the school.
- Selected Year 5 children participated in the Hampton School's Maths Wizard Competition.
- Year 5 and 6 children completed the Primary Maths Challenge with 8 children qualifying for the Bonus round.
- Whole school participation in TTRS Maths Competitions (England Rocks/Class competitions/ Number Day).
- Colleagues receiving training from NCETM Maths Hub TRG sessions through maths lesson studies and discussions in maths mastery approach.
- Mass purchase of new resources from previous audit.
- 2nd overall in the borough for Y6 SATs results.

Whole school key development areas for improvement reflected in subject action plan:

1. The emphasis on developing the whole child
2. Ensuring consistently high quality teaching and learning
3. Ensuring all pupils make good or better progress
4. Continually working to close the gap & overcome disadvantage
5. Continually striving to build capacity and sustainability
6. Building a culture of teamwork and collective accountability
7. Ensuring high levels of staff satisfaction and job fulfilment
8. Strengthening partnerships both within and across schools
9. Subject specific priorities

Key Outcomes & Actions:

1.1 Children enjoy maths and find meaning in the maths that they do at St Luke's

- Continue entering Year 5 and 6 children in Primary Maths Challenge (£37.80 per class) in the autumn term
- Continue to encourage LKS2 children (year 3 & 4) to participate in the First Maths Challenge introduced last academic year (£37.80 per class) in the summer term
- Encourage children to participate in additional maths competitions such as Sumdog and Times Tables Rock Stars through the newsletter and through conservatory posters
- Evaluate impact of 'Times Tables Rockstars' website and monitor usage by staff and pupils - key focus on Yr2/3/4
- Encourage staff to implement opportunities for cross curricular learning so children can see the value of maths applied in other areas of learning
- Look at additional resources that could be used to support outdoor learning in maths (through enrichment days/workshops) and maths through stories

2.1 Children improve through developing a maths 'mastery' teaching approach that is relevant to St Luke's

- Continue development of staff knowledge and skills and identify areas within maths curriculum that require additional training and address this through a mixture of external and internal providers and staff meetings
- Support staff in the delivery of maths mastery sessions by providing time during maths staff meetings for staff to work together to plan maths mastery lessons collaboratively using the NCETM spines as a guide
- Invite colleagues to attend Maths Hub maths mastery sessions to observe the teaching of maths approach in other schools
- Assess impact of the purchased planning resources and evaluate the requirement for supplementary resources- look into Master the Curriculum account
- Subscription to Premium White Rose resources for the whole school (£99 for the year)

3.1 Children's achievement in maths meets or exceeds school targets

- Monitor the provision and impact of the maths curriculum upon the levels of children's progress
- Carry out a rigorous subject monitoring process including a learning walk and book scrutiny (Summer Term)
- Identify gaps within the children's learning and development through staff google form
- Audit resources across the school to ensure there is enough of key resources, e.g. balance scales, dienes, beads, Numicon, cuisenaire rods etc
- Consolidate and enhance the whole school approach to using manipulatives and a range of models

6.1 Children have opportunities to learn collaboratively with other year groups across the school in maths

- Plan whole school maths events and enrichment activities to integrate maths across the curriculum allowing children to work collaboratively in maths with children in other years groups
- Set up maths buddies system for children to teach maths concepts to younger children termly
- Establish sessions of co-planning termly for linked year group teachers to plan maths units (Reception / Year 1, Year 2 / Year 3, Year 3/ Year 4, Year 5/ Year 6) to ensure consistency in vocabulary, models, manipulatives and teaching approaches
- Create opportunities for team teaching to encourage teamwork and accountability in maths planning

Subject: Music

Subject Leader: Louise Lowe

Successes from last year:

- Highly successful and well-attended EYFS Nativities and KS1 / KS2 Productions, with a strong focus on singing.
- Year 1 and UKS2 choirs participated in the Kingston Singing Festival at the Rose Theatre (June 2023).
- UKS2 choir performed at John Lewis as part of the festive season.
- 'Musician of the Month' continued as part of weekly hymn practice, extending children's knowledge of Western Classical Tradition and Film; Popular Music and Musical Traditions, in line with the Model Music Curriculum.
- Weekly specialist teaching throughout EYFS - Year 6 from music lead, with KMS djembe drum teacher for Y4.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 1.1 All children have the opportunity to engage in musical experiences**
- Advise and support Nursery and Reception classes with their Nativity performances (Autumn Term)
 - Liaise with staff and oversee the musical input to Key Stage Productions (KS1 - Spring Term and KS2 - Summer Term)
 - Work with LG and teaching staff to ensure musical performance is given a prominent role in class assemblies, worship and Church services
 - Celebrate key musical events across the year: Sing-up day (26th June), World Music Day (21st June) through enrichment activities and visiting musician workshops or theatre performances
 - Promote the Blue Peter Music Badge, encouraging children to apply
- 2.1 All children are receiving a consistent, high quality offer in music.**
- Continue specialist teaching for weekly music lessons with Reception - Year 6 classes
 - Continue with Year 4 Wider Opportunities provision from Kingston Music Service (£400 yearly)
 - Sustain children's knowledge of notable composers and artists from different eras and styles, including more recent trends, by beginning hymn practice with a wider range of musical genres, supported by Charanga's 'Active Listening' section and Manic Street Teachers 'Musician of the Month'. Guide staff to access this resource during all assemblies (and in class if possible). Use the school newsletter to highlight this on a monthly basis, encouraging listening opportunities and discussion at home
 - Utilise expertise and online resources to support music provision e.g. Kingston Music Service (Charanga charge of £100.27), Music Express Online (£50 + VAT per year), Sing-up website (£150 + VAT per year) and Music Mark
 - Extend choice of musical extra-curricular clubs by arranging with KMS for further weekly small group / individual instrument tuition on top of current ukulele and guitar tuition e.g. KS1 Music skills group
 - Offer a weekly lunchtime choir club for years 5 - 6 throughout the year
 - Offer a weekly lunchtime ocarina club for years 3 - 4 through the year
 - Look into additional extra-curricular provision e.g. Creative music composition (www.mtechonline.co.uk) or Rock Steady
- 3.1 Pupil's musical responses over time show quality, depth and breadth of understanding.**
- Create knowledge organisers to share with children and parents concerning the interrelated dimensions of music, emphasising that children will develop new musical skills and concepts, and re-visit established musical skills and concepts as they shift along the spiral learning curve - mastery
 - Develop visual/auditory assessment in music across the school by promoting use of recording – even just recording a class singing a song they are unfamiliar with, then when confident, and then with instruments, shows progress
 - Attend borough-led Charanga training for further guidance on assessment opportunities and procedures
 - Evaluate individuals' progress in end-of-year reports
- 8.1 A culture of music is well-established and promoted within the wider community**
- Sign up to take part in the Kingston Singing Festival for KS1 and KS2 at the Rose Theatre
 - Hold a music evening, encouraging children (and parents) to perform and appreciate live music
 - Organise opportunities to showcase the choir and other ensembles at events throughout the year e.g. Carol Singing at John Lewis, St. Luke's Summer Fair or Kingston Market Place

Subject: Physical Education
Subject Leader: Gemma Allan

Successes from last year:

- Achieved the gold sports mark for participation (School Games Mark).
- Implemented changes to the running of Sports Day: KS1 - School, KS2 - Kingsmeadow.
- Continuation of specialised staff teaching P.E sessions; gymnastics & PE on Thursdays.

Whole school key development areas for improvement reflected in subject action plan:

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|---|--|
| 1. The emphasis on developing the whole child | 5. Continually striving to build capacity and sustainability |
| 2. Ensuring consistently high quality teaching and learning | 6. Building a culture of teamwork and collective accountability |
| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

- 1.1 Children will develop their Physical Literacy through high quality Physical Education lessons across all the PE curriculum**
- School to buy in Primary PE Planning scheme of work with the focus of developing confidence using the website across the Summer Term (2024)
 - Teachers to have a basic understanding of Physical Literacy and what it means for teaching PE across a primary school
 - Curriculum is set out to show progression across the Key Stages and matched to the Youth Games competition calendar
 - Teachers to receive training on new scheme during Staff Meetings
 - New curriculum map put in place from EYFS across the school so that the progression of skills can be clearly seen and developed over 2024-2025
 - New curriculum map links closely to Youth Games competition calendar so those performing at a higher level will be selected for competitions
 - Observe PE lessons throughout 2025-2025 to assess the impact of the new scheme of learning in terms of progression of skills and CPD needs of the teachers
 - Observations of PE specialists for model lessons if appropriate
 - Each class has access to specialist gymnastics coach for one half term
 - Reception - Year 6 has one lesson per week taught by PE specialist
 - Continue to work to Platinum level of the Schools Games Mark
- 3.1 Assessment is introduced and embedded across Key Stage 1 and Key Stage 2 so that the progress of the children can be measured and teaching targeted**
- Assessment introduced to the teachers as looking at working through control, precision, fluency and application
 - Teachers to understand the shared language of progression removes bias of size, strength, speed and that you can transfer skills and approach between activities
 - Introduce the words to the children so that when are practising skills/games/activities they know where they are working and what they are working on (so that the children understand how to build up to playing a game)
 - Use the PE Primary Planning scheme (Progress-O-Meter) to help teachers move the children up and down the skills as appropriate in lessons to ensure progress and challenge
 - Use the PE Primary Planning scheme (Progress-O-Meter) to give teachers a clear understanding of the Year group expectations for each topic
 - PE specialists to record and track the children in each topic in terms of Control/Precision/Fluency/Application
- 8.1 Children have access to a range of different activities and events outside their Physical Education offer**
- Review extra curricular clubs with Sports Leaders and KS2 children and plan clubs around their responses started for Summer 2024 (Cricket and Hockey as a result of survey)
 - Re-introduce Sport Leader roles as one that is applied for and ensure that those selected have opportunities to manage teams and run sports events
 - Termly inter school events starting with 'St Luke's World Tour' in Summer 2024
 - Participate in Kingston Borough competitions with a focus on winning for those children who continually meet application level of assessment
 - Participate in Wider Opportunities events to ensure that a larger amount of children have opportunities to play competitively and represent the school at sporting events
 - Build a relationship with St Agatha's and Latchmere based on a 'friendlies' approach so that a range of children have more opportunity to participate - particularly those who are attending clubs (e.g. Netball/Football etc) with a focus on Year 5 and 6
 - Host interschool Wider opportunities festivals for KS1 and Year 3 children giving them more opportunity to play competitively
 - Award silver and gold sports badge, every term, for children who have excelled across PE and representing the school at sporting competitions

Subject: Religious Education
Subject Leader: Gareth Dutton

Successes from last year:

- Staff new to the school attended 'New to teaching in a Church of England school'.
- Internal RE assessments are inputted into our MIS termly and good progress is being made in RE across the school.
- Worship sessions and services held at St Luke's Church continue to reinforce RE learning.
- Our Easter Pause Day supported pupils and staff to explore Easter themes in a creative way.
- Children participated in Easter and Christmas Experiences at the Cornerstone Church.
- Staff training focused on developing and promoting RE big books and how to use them in class.

Whole school key development areas for improvement reflected in subject action plan:

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|---|--|
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| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
| 4. Continually working to close the gap & overcome disadvantage | 8. Strengthening partnerships both within and across schools |
| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 All children experience creative and responsive RE lessons

- Develop staff knowledge through training in regular staff meetings
- Subject leader to attend meetings at SDBE
- Other staff to attend training where appropriate
- All classes use an A3 book containing high quality paper (EYFS to Year 6) to evidence learning and discussion that is not formally recorded in books
- Teachers to incorporate use of computing in lessons where appropriate – e.g. Purple Mash RE resources, investigating Islam using chrome books

2.1 Children improve their knowledge of Christianity and other world religions

- SDBE syllabus to be embedded in weekly RE Lessons ($\frac{1}{3}$ Other Faiths / $\frac{2}{3}$ Christianity)
- Monitor lessons, displays and books to ensure children are getting the most out of their RE lessons
- Continue school trips to alternative places of worship so children can experience different faiths
- Continue strong links with St Luke's Church and clergy for teaching and visits
- Invite parents to come in and share about their faith
- Investigate purchasing books on different faiths for the library

3.1 Children's attainment in RE is monitored termly (ensuring progress in line with maths and English)

- All assessments linked to SDBE scheme of work
- Assess all children in AT1 and AT2 areas of the curriculum
- Regular book looks throughout the academic year
- Track all children and groups of children on Arbor
- Assessment leading to better support for emerging children and improved challenge for existing children

8.1 Children make a valuable contribution to RE

- Year 6 children to be part of a faith group which reflects upon the impact of RE in the school
- Participation in whole school reflection days e.g. Pause Days / Faith Days
- Children to take part in activities that help the local environment / community
- Each classroom to have a reflective area to encourage deep thinking and questioning - including their reflective book and time built in during the week to interact and reflect
- Children to have more of an active role in planning and carrying out worship - Liaise with St. Luke's Clergy to support or follow up, Friday when not 'Open the Book' to support or follow up.

9.1 Standards in RE remain high

- Subject Leader to attend regular SDBE training
- Staff meetings are used to disseminate resources and best practice

Subject: Science

Subject Leader: Elspeth Millard & Aoife Donnelly

Successes from last year:

- Trips, workshops and experiences across all year groups to enrich children's learning experience.
- DT/Science week projects with school exhibition for parents.
- We reviewed trips and discussed new ideas for more trips locally.
- Use of more interactive displays and working walls in classrooms.
- Children's enjoyment and engagement with subject and topics is high.
- Whole school 'Space Week' workshop organised.

Whole school key development areas for improvement reflected in subject action plan:

- | | |
|---|--|
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| 3. Ensuring all pupils make good or better progress | 7. Ensuring high levels of staff satisfaction and job fulfilment |
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| | 9. Subject specific priorities |

Key Outcomes & Actions:

1.1 Children are given the opportunity to experience science in different contexts

- Encourage staff to organise Science related trips for external experiences (more of a focus on the local area e.g. Holly Lodge)
- Review Science related trips, external visitors planned and already undertaken
- Develop a document of resources to facilitate external Science experiences and organisations
- Research providing each class with a 'science bag' to facilitate children's learning at home

2.1 Children improve scientific thinking and reasoning through focus on the 5 types of enquiry (IPROF)

- Develop staff knowledge and skills through training within staff meetings and using external providers when available
- Set up curriculum overview with objectives for each year group
- Investigate dates and themes for future Science Day events

3.1 Children's achievement in Science meets or exceeds local authority average

- Carry out strategic subject monitoring process including work scrutiny and learning walk
- Review assessment procedures with new assessment system
- Review Science homework provision
- Track outcomes at the end of each assessment phase, identifying children not meeting age-related expectations for appropriate intervention

6.1 Provide ongoing training and development

- Offer opportunities for professional development and skill enhancement relevant to science subject areas
- Facilitate the creation of collaborative learning among teachers
- Emphasise inquiry-based teaching strategies that promote active pupil engagement, critical thinking and problem-solving skills
- Integrate relevant technology tools and resources into training sessions